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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on using the daily newspaper to teach vocabulary and writing to students on any level. Suggestions include using a "word of the week" to teach word meanings, uses, and roots as well as how words can be used in a sentence; listing vocabulary words on bulletin boards and in notebooks; students writing their own stories using the five W's (who, where, what, why, and when); and students using cartoons for speaking, writing, and drawing experiences. (SW)

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# using your daily newspaper to teach VOCABULARY AND WRITING

An educational project of the
Hawaii Newspaper Agency, Inc.

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## *Ideas From One Teacher*

Mrs. Chris Lukens is an English teacher at Kailua Intermediate School.

She developed the material in this book for presentation on an educational television series called "The Living Textbook." It is merely a sample of the exciting teaching she does using the newspaper.

The ideas contained here are adaptable to any grade level. An imaginative teacher can easily develop dozens of others for better teaching of language arts.

The art work for this booklet was done by La Vonne Letner of the KHET-TV staff at the University of Hawaii. It was based on sketches by Mrs. Lukens.

Mrs. Chris Lukens
Kailua
Intermediate
School

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## *Word of the Week*

Have students pick out a new word from their newspaper reading.

Display it on the bulletin board as shown on the following page or in any other way that is eye-catching.

Suggest that the students look for this word all through their week's newspaper reading and cut out any article in which it appears.

Have class discussion on its possible root, other uses and meanings.

Discuss the context in which the word was found and in any other contexts in which it appears during the week.

Have the students write sentences using the word correctly.

Encourage them to use it in any expository or creative writing they do during that week and at a later date.

Once the word has become theirs, go on to another.

## *Vocabulary Words*

List on the bulletin board (and have the students list in their notebooks) words they have discovered and would like to be able to use.

Have them either work out from context or look up the meanings and discuss any other connotations.

Have them write sentences using the new words, play vocabulary games, or give orally sentences showing the correct usage.

Let the students add words of their own to their notebooks, writing the meanings and using them in writing as much as possible.

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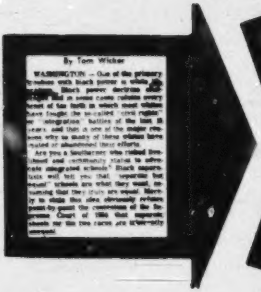
# WORD OF THE WEEK

**LIBERALISM**



MEANING?

OTHER USES?

ROOT WORD?

what is root?
root meaning?

This week...
watch for word
in other articles
...same meaning?

**WRITE A SENTENCE USING WORD!**

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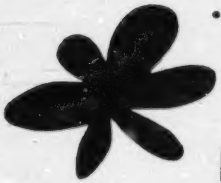
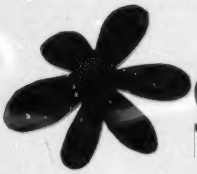
# LIST VOCABULARY WORDS

...on bulletin boards

...in your notebooks



**KNOW THEIR MEANINGS**
**...IN CONTEXT**
**...OTHER CONNOTATIONS**



**GIVE SENTENCES USING THESE WORDS:**

- **POTENTIAL**
- **WHIMSICAL**
- **ANARCHY**
- **ABERRATION**

## *Write Your Own*

A news story provides an excellent pattern for clear writing. To write a good news story, the student must remember the five W's—*Who* is it? *What* is he doing? *Where* is he doing it? *Why* is he doing it? *When* did it happen? These must all be in the first one or two paragraphs.

Take a news article and have the students underline the 5 W's.

Have class discussions on pyramid writing and reasons for it.

Once they understand how it is done, have them write their own story, making sure that the important facts are at the beginning and that the lesser details go toward the end.

Pass out pictures with the captions cut off and have the students write a story to go with them.

## *OR*

Remove the headline and have students write their own. Be sure to compare with the original. This is fun and makes designing the headline more interesting.

The students will learn to pick out the most important facts. They will also learn that a headline must be truthful, never misleading.

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# WRITE YOUR OWN...

## REMEMBER THE 5 W'S

- WHAT is happening?
- WHERE is it?
- WHO are they?
- WHY are they there?
- WHEN did it happen?

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First U.S. airmen are freed by Hanoi

**REMOVE HEADING**

**WRITE YOUR OWN...**

- discuss need for eye catching titles
- title must not be misleading
- news items are facts

## Sports Writing

Examine different kinds of newspaper writing to see how techniques differ. Take the sports pages, for instance. Have the students read several sports articles. Discuss the figures of speech and the general characteristics of the articles. Compare an article on the front page with a sports article—notice the difference in the use of words in headlines, for instance. Have students write their own sports article, using figures of speech, sports vocabulary and short-cut phrases such as "Hawaii Marines Bomb Naval Com. 101-67."

## Fashion Writing

Fashion writing calls for another totally different style. The audience is different, so the writing must be different.

Have the students compare the use of adjectives and other color words in fashion stories with those of sports stories or straight news stories. After reading and discussion, have the students write a fashion story—about a luncheon, a tea, an opening night.

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TAKE A STROLL – Referee David Mahusona points the way out for Buffalo basketball star Lee Rubins in the opening minutes of last night's Armed

**NOTICE THE TONE OF SPORTS WRITING**

COMPARE WITH:

- fashion writing
- front page news
- editorials

**FIND EFFECTIVE FIGURES OF SPEECH**

**WRITE YOUR OWN SPORTS ARTICLE!**

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'World of St. John' Fashions To Be Shown

# HOW DOES A FASHION EDITOR WRITE?

## FIGURES OF SPEECH

## TONE AS COMPARED TO:

note

- FRONT PAGE NEWS
- SPORTS PAGE NEWS
- EDITORIALS

## Editorials

Editorials are ideal for learning new vocabulary. Upper elementary students can easily, with some encouragement, write their own editorials.

In secondary classes, they should analyze the type of writing used to persuade the reader to a particular conclusion.

Have your students answer these questions:

How does the editorial make me feel?
Why do I feel that way?
What has the author done to make me feel this way?
Was he obvious or subtle in his writing?
How does this style of writing differ from news writing?
Why the difference?

## Cartoons

Use cartoons for speaking, writing and drawing experiences.

In the primary grades, the child can talk out his reaction to the cartoon while the teacher writes it. Then the small child reads what he has just said. This makes an excellent supplement to the basic reader.

In the upper elementary grades, the student fills in the balloons with his own words. This teaches him to express his thoughts in sequence.

In secondary classes, students can write captions for and discuss meanings of political cartoons. They can also draw their own cartoons for school and class newspapers. The teacher should remove the writing from a political cartoon. Then ask the students: What do you think is happening? What is your own opinion of this particular situation?

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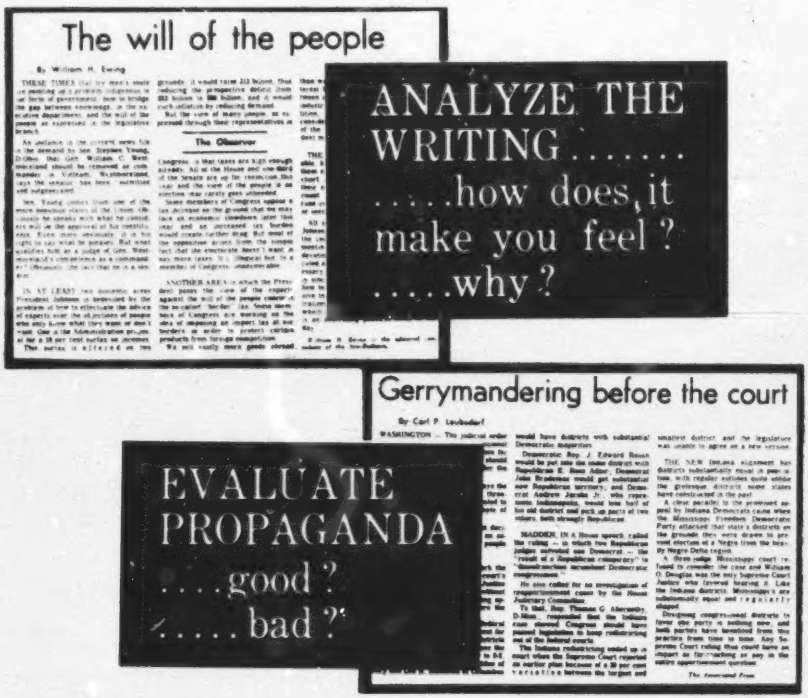
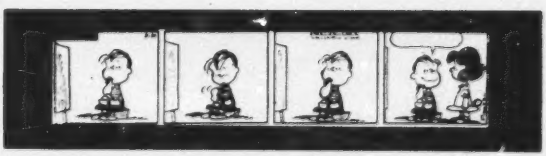
# EDITORIALS REPRESENT OPINION




## WRITE AN EDITORIAL
## PICK A SUBJECT OF DIRECT CONCERN TO YOU

**What might be on these?**

What are they saying?



**WRITE YOUR OWN DIALOGUE**

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**Mrs. Lukens gave the following test to her ninth grade students to determine their ability to write for a purpose. The answers of one student follow. The exercise was based on "The Light in the Forest" which the class had been studying.**

## *Test*

Write four accounts of the Peshtank story in journalistic style. One must be obviously slanted in favor of the Indians; one obviously slanted in favor of the whites; one slanted either way you wish, but in such a manner that the reader will not be aware of how you are influencing his thinking; one as a straight news report—completely impersonal. Devise appropriate headlines for each.

## *Conestoga Tribe Wiped Out*

The peaceful Conestoga tribe living in the lower part of the valley was wiped out yesterday. Riding in by horseback, a band of white men slaughtered every Indian present. Being Christians, the Indians put up no resistance. Thus, the barbarians shot and scalped them, even chopping off the hands and feet of men, mothers and children alike.

To the horror of the members of the tribe that were away from the village, it was a total loss when they returned. Seeking protection from the white townspeople, they went to Lancaster where they, too, were killed.

## *Conestoga Savages Killed*

Yesterday the blood thirsty Conestoga tribe got a taste of their own medicine. A group of righteous men, angered by what the tribe had been doing to the white people, went into the village to end all the murders committed by these savages. Thinking of all the ones dear to them that had been killed, the men burned the village and killed every one of the Indians present.

Later, the Indians who had been out of the village at the time, came here to Lancaster for shelter thinking that, as Christians, they would be accepted. Unfortunately for them, their masquerade had been ended, and they were put to death.

## *Conestoga Tribe Ambushed*

The quiet Conestoga tribe was ambushed yesterday. The white men rode into the town and slaughtered all the Indians present. The Indians, who were Christians, offered no resistance and were wiped out to the last man. The absentees returned and took shelter in a neighboring town, but the settlers followed them and eliminated them to the last man.

## *Indian Tribe Destroyed*

Yesterday, the Conestoga tribe and their village were destroyed. A group of white men rode into the village and killed all the Indians there. Afterwards, they burned the village to the ground.

Later, when the Indians who were away from the village returned and saw what had happened, they sought shelter in Lancaster. But they too were killed.